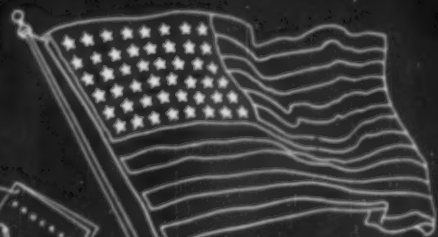


School Activities



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DECEMBER, 1956

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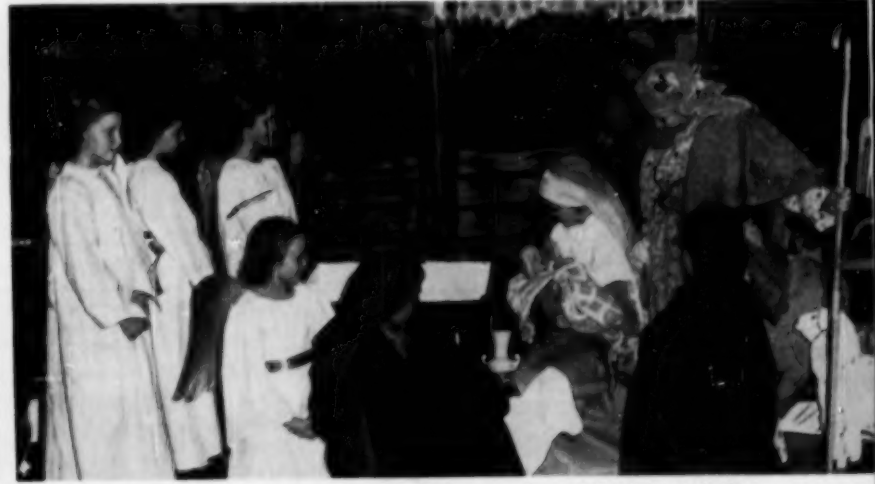
HIGH SCHOOL NEWS

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Song of Christmas — Bakersfield High School, Bakersfield, California



An Inspirational Christmas Program Scene — Shore School, Euclid, Ohio

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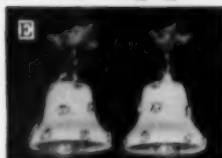
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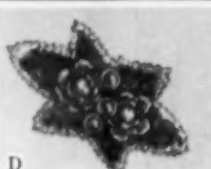
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G



D



H2



K



H1

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School Activities

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Contents

As the Editor Sees It	106
Abetting the Student Council	107
<i>Harold J. Arendt, Jr. and Arthur C. Hearn</i>	
Stagecraft Crew In Action	108
<i>Alexander Hamilton Junior High School</i>	
A School Civic Club	109
<i>Milton V. Rose</i>	
To 'Liz	111
<i>Robert J. Nareau</i>	
Assembly Behavior Can Be Solved	113
<i>William Dean Hamilton</i>	
The Role of the Class Adviser in the Modern School	116
<i>Clare R. Backus</i>	
Promoting Journalism and the Publications	117
<i>Alan Scott</i>	
Fallacies In Debate—How To Meet Them	119
<i>Harold E. Gibson</i>	
Suggested Preparations for a Career Day	120
<i>Sadie Andrea Koedam</i>	
Ask The Students	121
<i>Ralph E. Graber</i>	
College Elections—Are They Serious or Are They Farces?	123
<i>Erwin F. Karner</i>	
Among the Books	125
What You Need	125
Assembly Programs for January	127
News Notes and Comments	131
How We Do It	133
Comedy Cues	136

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As the Editor Sees It



We do not like long editorials, but here is a very common and important question which cannot be practically answered in a paragraph or two. So—

"How can the student council persuade the school to pay the expenses of delegates to conferences and workshops?" Of course, many schools do this, considering such expenses as logical and justifiable as those incurred by athletic, music, and debate teams, and other school groups in interscholastic competition and co-operation.

Because he is head of the school, the principal is the man to approach for the necessary approval. And here are some things which the council can do in seeking this approval.

1. Because a great many schools pay a part or all of these expenses, make a survey of other schools of about the same size to see what they do. Put these data, names of the schools, amounts, number of delegates, etc., into a simple and readable form.

2. Make a report showing the expenses which the local delegates have themselves paid during the past two or three years.

7. Prepare a detailed budget (transportation, lodging, meals, registration fees, etc.) showing the amount per delegate necessary for the forthcoming event.

4. Show that the money is available, or can be made available.

5. Prepare this report carefully and have it neatly typed.

6. Make a definite appointment with the principal, say for a 15 or 20-minute period.

7. Appoint a small committee, probably the officers and sponsor, to present the case to the principal.

8. Have this committee prepare for the meeting in complete detail, using the above report as a basis.

9. Present your case to the principal concisely, in a business-like manner, on a high plane, with no complaining, whining, begging, or high-pressure. Express appreciation for transportation or other expense already provided.

10. Emphasize that this is not to be a sight-seeing or pleasure trip but a serious event which

will benefit the council and the school. It is an investment, and a sound one.

11. When you have presented your case, thank the principal for his time and interest and leave him a copy of your report.

Our guess is that any principal would react favorably to such a dignified and reasonable request.

You may not get all you ask for, but even if you get a part you have made real progress. This part can, and has, in many, many instances, grown into full expense.

If the principal refuses to approve your request, take it in stride with no fault-finding. You have planted the seed which may flower beautifully in another year or two.

The above procedure can also be used when the council desires a room of its own, or school time for its meetings.

Frankly, we are afraid that many school music directors are aping athletic directors by going in too heavily for public-spectacle music, for size of organization, fancy uniforms, intricate marching maneuvers, etc. Undoubtedly, due to the pressure exerted, many a youngster slights his piano or vocal music—which he can use ALL of his life—for instruments and music expression which he will rarely or never use outside of school.

And the music director's statement, "It helps his original music," can be answered very logically and completely by the pertinent question, "As much as playing his original instrument?"

Again we stress the fact that if you write for us you get a magazine; if you don't write for us, you don't get a magazine.

Naturally, the greater the number of articles from which we can select, the better our selection will be. So let's have your ideas, plans, and experiences, both pleasant and unpleasant.

This request is to students too—officers, chairmen, directors, managers, and others. They, as well as teachers, administrators, and sponsors, can help us to help others improve their organizations and activities.

Well, time again for the usual seasonal wishes. And ours for you are big, healthy, and sincere.

The social studies teacher can especially help improve the student council—its organization, operation, and status, however, is a cooperative undertaking.

Abetting The Student Council

THE STUDENT COUNCIL PROGRAM is recognized by most educators as one of the best potential means for training students for membership in a democracy. Yet, this program has in many cases degenerated into either a mere echo of the Administration's voice, at one extreme, or a popularity contest, at the other. In either case the student council is likely to fall far short of its potential as a constructive learning device.

The classroom teacher is in a strategic position to assist in the development of a sound, worthwhile program of citizenship training through student participation in school government. And certainly no instructional area within the entire school curriculum is more closely related to citizenship training than is the social studies area.

Even though the social studies teacher may not be the student council sponsor, he has the opportunity and the responsibility to assist the council in its work. Some of the ways in which he may contribute toward this end are:

1. By being personally sympathetic and understanding toward the student council, its members, and its projects.

2. By promoting understanding and support of the student council by the school administra-

HAROLD J. ARENDT, JR.

and

ARTHUR C. HEARN

School of Education

University of Oregon

Eugene, Oregon

tion, the faculty, other students, and the community.

3. By advocating and promoting a sound, dynamic student council program.

The social studies teacher should know and understand specifically the objectives, organization, projects, and the problems of his school's student council. He should show his interest and should cooperate with its members whenever he has an opportunity. One of the best ways to show interest and at the same time extend participation in the student council to the entire student body is to give its representatives ample time to discuss with the class its problems during the class period. In this way, student participation in school government will become a vital part of the social studies program and will tend to make the student council the true representative of all the students. Active participation of this type is the most effective learning technique known.

A little sincere praise given to a student member in the presence of his peers, after some noteworthy activity has been successfully completed, will tend to give him a sense of pride as well as to raise the prestige of the student council in the eyes of the students. If a project has gone awry, sympathetic understanding on the part of the teacher will usually prove most helpful; after all, it is often through mistakes that effective learning takes place.

Never, under any circumstances, should humiliating criticism or ridicule in public be resorted to. Private conferences are much wiser and will accomplish the desired results more effectively, with less likelihood of loss of "face" to both the members and to the student council as an organization. Thus cooperation is the life blood of the student council.

"A student council may have worthy purposes, it may be adequately organized and supervised, it may sponsor

Our Cover

The upper picture is a scene taken of a portion of the Christmas program, "Song of Christmas," presented by Bakersfield High School, Bakersfield, California. Many students from the music, speech and dramatic arts, art, and industrial education departments combine their talent and endeavors to present an impressive and elaborate Christmas program each year. It is a colorful spectacle. Miss Theora Bartholomew is sponsor of the speech and drama club and directed the program pictured here.

The lower picture shows one of several scenes included in the annual Christmas program presented by the students of Shore School, Euclid, Ohio. It is one of the most inspirational scenes included in the Christmas story. It is a symbol of one of the greatest stories in the annals of history of all mankind and never grows old. Long may the Christmas Spirit prevail.

worthwhile projects, and still be sabotaged by an uninformed and unsympathetic principal, teacher, student body, or community.¹

An excellent place for the social studies teacher to start his operation "Better Student Council" is with the freshman students. If the objectives and specific delegated powers granted to the student council by the administration are understood by each student early in his high school life, future friction is likely to be greatly reduced. The areas where the student council has jurisdiction and the areas where the student council has no place, as well as the position and responsibilities of the administration and the school board, should be freely and thoroughly discussed.

A strong student participation program requires the establishment of sound policies relating to the election of student body officers. Each individual student should be well informed about the duties and responsibilities of each office before the time for nominations arrives.

Definite qualifications should be formulated for the various officers and these should be clearly understood by all concerned. The student council treasurer, for example, should be expected to have some technical background in the field of business and should have the sanction of the faculty as to his fitness. Each candidate should, in writing, set forth his campaign "platform" so that it can be minutely examined and thoroughly discussed by the students before the election is to take place.

There is no more logical place for this activity than the social studies classroom. This, of course, would eliminate on-the-spot nominations and would also make the election far more serious and a much more meaningful learning situation for both the candidates and the student body.

There is, of course, a limit as to what a teacher can do to better the student council in the confines of his own classroom. He can, however, extend his ideas throughout the entire school community through the encouragement of the adoption of a sound student council organizational program.

A good program of student participation cannot be established if there is no delegation of authority, nor can it be truly functional if it does not have the support of the student body.

1. Bear, Willard and Mathes, George E., "How Can the Student Council Make Its Greatest Contribution to the School," Bulletin of the National Association of Secondary School Principals, April, 1953, p. 6.

One of the best ways by which to encourage interest on the part of the students is to include as many as possible in the program through committee assignments and in other ways. A person who has a part in a project is likely to be an interested person. Certainly the social studies teacher can be very helpful in encouraging and promoting increased student participation.

Harry McKown in his book, *The Student Council*, compares the council without a program of worthwhile projects to a car without any gasoline, and a council with poor projects to a car with the wrong kind of fuel. Many times members of the teaching staff are in a good position to suggest worthwhile projects for the student council to undertake. It is desirable, however, that the students themselves make the final decisions in such matters. This procedure will provide an excellent opportunity for them to exercise critical judgment with the help of faculty guidance.

In summary, the development of an effective student council can be facilitated greatly by understanding and assistance on the part of classroom teachers. And of all teachers, those in the field of the social studies are in the most strategic position to assist in this important part of the school's program.

Stagecraft Crew In Action

Alexander Hamilton Junior High School
Seattle 3, Washington

Clubs and extracurricular activities are extremely popular in the curriculum of the Alexander Hamilton Junior High School of Seattle, Washington. Students are extremely active in their various clubs, many participating in more than one.



Everybody Works

The stagecraft club is quite popular and offers interesting participation. The students build the scenery and props for all the school productions. This comparatively small group seldom receives any publicity,

School Activities

and their sole reward really comes in the knowledge and satisfaction of a job well done. The members of the club put in many after-school

hours. Among many other things, they save teacher time and many dollars for the school because of their artistic work.

A citizenship education program can be materially beneficial to schools when scientifically organized, efficiently sponsored, and democratically conducted.

A School Civic Club

THE SCHOOL CIVIC CLUB of Public School 184, Brooklyn, has been a dynamic democratic force in the school community for the past ten years. More than a thousand pupils have been privileged to be active members of this children's organization and thousands of other young people and adults have been affected by its citizenship education program.



Regular Club Committee Meeting

The club functions basically in keeping with the City Wide School Civic Clubs Program sponsored by the Board of Education of the City of New York. However, the club at "184 Brooklyn," like other clubs of the city, has featured a program with aspects that are original, unique, and peculiar to its own school community situation.

GOALS

The ultimate goals of the P.S. 184 Brooklyn School Civic Club are to inspire boys and girls to become good citizens and patriots who are fully imbued with the desire to preserve and perpetuate our American Heritage; to develop children whose attitudes toward the world and its people are wholesome, whose knowledge of the world is accurate and broad, who think with trained minds, as far as their capacities permit, and whose actions, while manifesting indi-

viduality, contribute to the benefit of the group and community in which they live.

THREE PHASE PROCESS OF PROBLEM SOLVING

The fundamental experience program of the club adheres to a three phase process. *Discussion* which prompts spontaneous expression by considering ideas associated with a problem of vital importance to the group. *Investigation* through observations, interviews, studies, varied types of research, and other aids which make for further adequacy of information pertaining to the problem. Lastly, *Action* which is a socially desirable project which meets a school community need or interest. Words are translated into deeds.

Particular provisions are made for the utilization of all democratic procedures. Democracy is lived; and not only talked. The total club program is a cooperative enterprise from which much of the life of the school community evolves.

CLUB REPRESENTATION

All classes in the school from grades four through six are represented in the club. Each class selects members according to its own method.

Representatives of the club serve for a term or longer and their chief duties are to inform and enlighten their class concerning the activities of the organization. A committee of teachers, parents, and community resource people is chosen to function in an advisory capacity with the club. The school principal and his assistants are active participants.

REGULAR CLUB MEETINGS

The School Civic Club holds its regular meeting weekly during official school hours. Due

to the size of the club, some one hundred and twenty children, the session is held in the school auditorium which provides the necessary facilities for an effective democratized meeting. Teachers modify their class program during the club period so that club members will not miss any basic learnings.

The typical club meeting plan is determined by the children under the guidance of the club director. The meeting is divided into two parts—the general assembly; and the various committee workshops.

GENERAL ASSEMBLY

The general assembly is conducted by the club president. The agenda includes call to order, an oath, club songs, cheers, minutes, announcements, committee reports, demonstrations, and a special feature event, such as a forum, guest speaker, panel discussion, dramatization committee presentation, movie, or other audio-visual aids.

The general theme is School Community Citizenship and each particular meeting may highlight a specific problem or topic which meets a felt need of the group. Special emphasis is given to character education, human relations, civic education, community resources, and proper behavior and manners for children.

This part of the meeting provides the children with an abundance of opportunities for original expression, purposeful planning, self-direction, display of talents, abilities, personal experiences, and adult youth participation. Classes, teachers, parents, and community resource people are often invited to attend and share in the general assembly. Their response is excellent.

MULTIPLE WORKSHOPS

The second part of the club meeting is used for various committee workshops. Each committee chooses its own officers including a chairman who presides over the workshop session. The typical workshop agenda includes: call to order, roll call, minutes, announcements, reports, discussion, investigation, action particulars, and evaluation.

Every club member belongs to a workshop of his own choosing. The various committee workshops function cooperatively and share their experiences. Some phases of the school community life considered by the respective workshops are Health, Sanitation, Safety, Recreation, Leisure Time, Human Relations, Education,

Communication, Housing, Transportation, Business, Industry, Civic Affairs, and History.

This phase of the regular club meeting fosters amongst the children democratic procedures, intelligent group thinking and discussion, enrichment of ideas, and effective work-study skills.

A BASIC CONCEPT

A basic club concept is that children are products of a community and their education is fully constructive only insofar as it equips them for useful social living. Our School Civic Club Program endeavors to stimulate and make children keenly aware of their environmental factors.

Through club experiences the children gain a realistic impression of the total community in which they live. As a result, children are encouraged to use to the maximum all the resources of their school community and contribute constructively to its life.

INDIVIDUAL CLASSROOM CIVIC EDUCATION WORKSHOP SESSION

In addition to the regular meeting session of the club, each class has a scheduled weekly period that is designated as the "School Civic Club Classroom Civic Education Workshop Session." There are twenty teachers and their respective classes with a total of seven hundred pupils involved. This phase of the club program represents the school-wide follow up activity to the club members' program.

The class workshop agenda follows a pattern almost identical to that of the club workshop committees. However, a class may choose its own problem for intensive study, which relates to the essential life of the school community. This workshop activity is conducted by the class' club representatives with the inspiration and guidance of the individual class teacher.

The faculty is kept alerted to the objectives, principles, and methods of the School Civic Club Program. Parliamentary usage is encouraged and wherever possible, the school curricula in social studies and language arts are integrated with the club program.

Citizenship Education Problems, common to all classes, are also considered and plans for unified action recommended and activated. The club and classes work together.

In keeping with the theme "Strengthening Human Relations," all classes attacked on a co-operative basis these problems: How can children work together for World Peace? What can we

do to brighten the Hannukah and Christmas holidays for sick and disabled children, veterans, and servicemen in our city hospitals? For what should Americans be truly thankful? How well do the children of this neighborhood live together? What improvements are needed? How well do the people of our community live together as neighbors? What rights of others should we respect? How can teacher and pupil best get along? How can children and their parents live a happy life? How can children and adults work to improve safety and sanitation in our community? Parents and community resource people may share in the class workshops.

INTEGRATION-PROBLEM SELECTION

Each class submits in writing to the club a report of the highlights of their weekly class workshop session. Through the use of a club newspaper, bulletin board, display room, inter-class visitations, and auditorium program, opportunities are provided for all classes to share and unify their individual classroom civic education activities. Displays of the club and classes are often exhibited in buildings and store windows of the neighborhood; particularly, themes which are related to safety, sanitation, and human relations.

The club uses the long-range plan for the activation of their total program which is determined in view of the problems chosen for consideration. A problem related to their school community may be attacked for a term, a year, or years. The length of time depends upon how long it takes them to solve the problem in keeping with the club's three-phased problem study technique.

SPECIAL EVENTS

As a result of the School Civic Club Program, Public School 184, Brooklyn, has projected over a period of years these special events and activities: American Junior Red Cross Drives, Neighborhood Clean-up Campaigns, Early Childhood Play Program, Teachers' Recognition Day, Honor Our Custodial Staff Day, Pupil Leadership Week, Clothing for the Needy Drives, Community Store Windows Exhibit of Children's School Learnings, Pupils' Leadership Training Clinic and Institute, All Textbooks Covered Campaigns, School Code, Citizenship Education Creative Writing Contests, Brotherhood Month, Honor Parents Day, Youth Guidance Conferences, Tree Planting Ceremony in honor of Dr. Jonas E. Salk, Vacation Time Guid-

ance Display, Youth Adults School Community Evaluation Endeavor, and our Community Resources Pamphlets.



School Campus Tree Planting Ceremony

These special feature events and other activities of the club have helped inestimably in enriching the school community citizenship education program. Children, too, have been recognized and accepted as an important integral part of the teamwork of teachers, parents, and school community leaders—which promotes harmonious and effective group living.

Their common courage, spirit, and tireless work have fostered closer school community articulation.

The School Civic Club of Public School 184, Brooklyn, is providing boys and girls, as well as adults, with added precious and challenging opportunities to assume civic responsibilities, competence, and fellowship which prompt maximum constructive living in our American democratic society.

To 'Liz

ROBERT J. NAREAU

Principal

North Avenue School

Del Paso Heights, California

I'm a school principal. Each morning I lift that first cup of coffee in token of toast and murmur, "Thank God for 'Liz Gallant.'" 'Liz is the secretary of the North Avenue School and is, as are many of her calling, overworked, underpaid, and unsung.

The competent school secretary has to be a typist, a bookkeeper, an auditor, a public relations expert, an amateur psychologist, a nurse, an administrative assistant, and a confidante.

Not to take one iota of credit away from the valiant teacher, about whom millions of words of praise have been written, it is the *good* school secretary who means the difference between the ordinary school and one of superior quality.

To me 'Liz personifies the good school secretary in each of the following ways:

Each morning she is the first to arrive at work. By the time the first teacher has reached school a fresh steaming pot of coffee is ready in the teachers' room. It is an absolute impossibility for anyone to start the day in other than the best of spirits after a cup of 'Liz's coffee.

She refuses to allow herself, the perfectly understandable human trait of, an occasional day of bad disposition, nerves, or illness. She possesses a ready smile which she shares with all, a highly developed sense of humor, is a good listener while contributing her share to the conversation, and has the important knack of making everyone with whom she associates feel necessary and important.

She is a wizard at taking dictation, can type as rapidly as a machine gun can fire and as accurately as a rifle can shoot, and is more adept at spelling and punctuation than many a teacher of English.

She can turn out work at a rate that is amazing and is at her very best when the pressure is greatest. Hand her two days of typing, tell her that you need it in twenty minutes, and you can count on its being ready for you.

No matter how engrossed she is with the work she is doing, she is never too busy to stop for a moment to apply Kleenex to a kindergarten nose, or a Band-Aid to a scratched finger.

Her friendly, courteous, and intelligent telephone manner is one of the school's most effective public relations techniques.

She is the ideal administrative assistant in that she probably has a more complete knowledge of the total functioning of the school than any other one person. In the absence of the principal, or when he is busy with other matters, she is able to answer questions, determine policy, or take action in a highly competent fashion.

She possesses an abundance of initiative, is extremely resourceful, and is highly confident of her ability while knowing where her authority ceases.

She is the confidante of the principal. Problems pertaining to personnel, parents, students, or community can be discussed with her and an

impersonal point of view obtained. She tempers enthusiasm, builds confidence, and soothes irritations.

She is a friend to all teachers. She listens to their family problems, their professional gripes, their educational woes, and their personality conflicts, and they leave her presence with a feeling that their load has been lightened. She plays the role of marriage counselor, peacemaker, sympathizer, human relations expert, psychiatrist, and colleague.

She collects, rolls, and banks money, keeps the books, writes the checks, and is the patron saint of the cafeteria staff, the student council, the Parent-Teacher Association, the school photographer, and the auditor.

She is acutely aware of all things that go on in the community and the school, but is above petty gossip. She is able to share and keep a confidence.

In her role of receptionist, she has a calming effect on the occasional irate parent who visits the school with mayhem on his mind. The upset mother or father easily succumbs to her friendly, tactful, and sympathetic conversation, so that by the time the conference with teacher or administrator takes place the inferno which was raging has become but an ember.

She knows which of the dozens of trades people and salesmen who daily fill the school office that the principal wants to see, which ones should leave a card or a phone number, and which ones should be graciously sent on their respective ways with a "no thank you."

She is able to secure a competent substitute for the ill teacher at a moment's notice, whether it be at three in the afternoon, ten in the evening, or a half hour before classes start.

Ever ready with a helping hand, she grinds out reams of material for the classroom teacher on that infernal contraption—the ditto machine.

She believes in and is of great assistance to the Parent-Teacher Association. It is through her efforts that most of the important notices and correspondence of that organization materialize.

In her few free moments, she generously types out term papers, book reports, and contributions to professional journals for a grateful staff, so that they may achieve a greater measure of success in the academic field, on the pay scale, and in the eyes of their colleagues.

The job of administering a public school, if the administrator's day is to be filled with monotonous routine, can result in tedious bore-

dom. If, on the other hand, he is able to devote a goodly portion of his day to activities and projects which are significant to professional educational leadership, then the job can become

a scintillating and highly rewarding experience. More than any other one factor, a skilled and competent school secretary will make possible this latter course.

A good speaker or program, in cooperation with an attentive audience, assures assembly programs that are interesting, entertaining, educational, valuable.

Assembly Behavior Can Be Solved

THE STUDENT BODY PRESIDENT was making the introduction, "Today we have from the National School Assemblies Agency, Mr. William Dean Hamilton, a noted dramatic artist. Between his humorous numbers and more serious presentations Mr. Hamilton will provide an unusual and interesting program. May I present William Dean Hamilton." Amid enthusiastic applause I stepped from behind the curtains and walked to the middle of the stage to begin my forty-five minute program of dramatic and humorous readings. For the past year I have heard several hundred similar introductions and stepped onto stages or walked to the center of gyms, from the borders of Canada to Mexico to entertain energetic young people of all ages and interests.

As usual, however, in spite of the wide grin on my face, I was somewhat apprehensive. My concern was not whether they would laugh at my zany antics or understand my dramatic selections for my program had been proven successful by all reports from the agency. My apprehension took on a more sinister outlook in the form of such inward questioning as: "Would the public address system work? Would a bell ring in the wrong place? Would someone come banging in the rear door causing everyone to turn and look? Would the students be attentive?"

Some of my readers will be appalled that such things actually occur, yet I doubt if they will be surprised. In one school in southern Missouri, for example, I "laid an egg" because of such physical disturbances.

Everything seemed to go wrong that day. The primary grades had been brought in a full fifteen minutes before the program started and were already getting restless. The sun was shining in the eyes of some students sitting near the windows. The microphone had a loose connection and would at very inopportune moments let out a squeal that would outdo any of their

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Missouri hog-callers. As the program began, one little fellow in the front row suddenly decided he had better make a quick retreat to the nearest rest room, and all heads turned to see if he would make it.

Later, as I paused for effectiveness during one of the dramatic pieces, the bell rang just as if the devil himself had pushed the button sending everyone into raucous laughter. Needless to say I lost the attention of the audience almost from the beginning, and it is no wonder that I "laid an egg" in that unforgettable little town in the Ozarks.

Rarely do so many disturbances occur during one performance. Unfortunately I expect at least one incident during each program, and as a result an important point is lost or a mood is smothered. The educational lecturer is not in a position to drill his listeners as a classroom teacher might; he has no opportunity for repetition. If someone in the first row gets up and walks out (perhaps for good reasons of his own) the audience naturally follows the movement, and the speaker has lost his one chance to develop a thought or establish an emotional pattern.

The full appreciation of an assembly program cannot be accomplished if there are constant disturbances or interruptions of one kind or another. Nor can a performer or speaker be expected to do a good job if he and his audience are constantly distracted. These distractions lead to misconduct and poor behavior. Students cannot be expected to sit quietly if they are forced to divide their attention among diverse activities.

Many administrators have not taken notice of these events or have not taken the trouble to correct the situation. The assembly program, whether professional or student initiated, has a definite

place in the school, but it has little value if the students are not allowed to give their full attention to the activity on the stage. Having taught under very able administrators and spoken before many wonderful school audiences I know assembly behavior can be controlled.

From my experiences as a teacher and as lecturer-entertainer I have collected a few facts about assembly behavior which may help administrators and teachers to provide a more satisfying experience for their students in an assembly program.

1. Seat all students as comfortably and as orderly as possible. Everyone should sit close to the center of the auditorium; a dispersed audience rarely maintains unity of thought and action. An interplay of thought and mood will weave through any one group, but if there are several groups several thoughts and moods may be established. This situation becomes increasingly difficult for the speaker as he has to play to, what is in effect, several audiences at once.

Small groups of boys and girls in the corner of the auditorium or in the balcony by themselves invite trouble. Be sure they get the "trouble" before the program starts rather than during it. They also will learn more readily if they are in a position to share the experience with their fellow students. Appreciation is developed through sharing, and close physical proximity enhances that development.

Quite often assembly programs are held in gyms with students seated on both sides in the bleachers facing each other and the performer at one end. Sometimes this is a necessary evil if the school expects to have assemblies at all. However, some principals do not take the trouble to have chairs set up. If it is at all possible such an arrangement should be made.

The torture of performing before a divided audience is not restricted to the speaker; students are put under a physical and psychological strain. They are forced to crook their necks for a rather uncomfortable length of time, and the temptation to look across at "little playmates" on the other side of the gym is too great to resist. If chairs are not available, one solution would be to hold two programs and have all students in each assembly on one side of the gym; the result would be a far more effective program.

Awkward and uncomfortable seating arrangements do not enhance an assembly program. Creating the most orderly situation will help to pro-

duce better behavior among the students.

2. Eliminate all physical disturbances *before* the program begins. Most schools these days have bell systems that can be shut off—a bell rung in the wrong place has sometimes been tragic. Outside windows should be curtained against glaring sunlight and gloomy weather—many teachers know how a change in weather affects the behavior of their pupils.

Be sure sound equipment is in good repair at all times, not five minutes before showtime—fifty per cent of the public address systems encountered are defective, and as a result I have had to do many a quick repair job myself or talked myself hoarse without a microphone to audience of more than 600 students.

Turn off the heater fans, but be sure the place is warm first—some gyms I have spoken in have been forty degrees and less, and no one should be expected to sit quietly if their feet are numb with cold.

Physical disturbances must be anticipated. Noises and other distractions only aggravate an audience's behavior. Preparing beforehand by shutting off bells, checking the public address system, et cetera, will create a more pleasing atmosphere and as a result a well-behaved audience.

3. The less mature the audience the more preparation is necessary. If possible, the primary grades should be eliminated entirely from assemblies. Their attention span is limited no matter how active the performance, and they have nine years of assemblies ahead of them at ages they can more readily understand what they see and hear. Few programs, professional or student, are designed for their level.

Quite often, however, all twelve grades are included in an assembly. With this wide age level it is better to divide the audience, with the younger children on one side of the auditorium and the older on the other, instead of placing the little people in front and the big people in back. The latter arrangement is poor because as the attention span of the primary students is exhausted they become restless and distract the high school students sitting behind them.

The former provides the speaker the opportunity to play to the proper age at any particular time and allows him to keep a continual audience contact with the more mature individuals in spite of the actions of the less mature. The younger students then have an opportunity to observe the

behavior of the older students and follow their example.

Amazingly enough the first graders have been known to sit quietly for an entire hour. The teacher must make careful preparations, however; she must discuss how one should behave in an assembly program with her children before attending every assembly, and then she must take them through practice sessions. She may also warn them that if they do not behave they will not be allowed to attend the next one. The results may be surprising.

Pre-assembly discussions should not be limited to the young alone; older students often need to understand a few fundamentals. Students must realize that catcalling, jeering, and whistling do not improve a program, nor does such unkind behavior reflect positively on a school's reputation. Fortunately this is a very rare occurrence; students, however, should be aware of its inappropriateness.

A performer, if he is at all conscientious, will always do his best if he gets an appreciative and attentive audience. If a student wishes to show his displeasure, there is nothing so terrifying to any entertainer as lack of applause.

Proper preparation is one of the best guides to good behavior. Even a short discussion of the coming program by the home room or English teacher will instill anticipation, readiness, and eagerness to participate in the assembly.

Above all, post advance publicity and announce the date and time; the students cannot be expected to give importance to an assembly that is treated lightly by the administration and faculty. If the student is adequately primed the assembly can become a very good method for developing his appreciation of various talents and increasing his interests in diverse fields.

4. During the performance there are several things a principal should have done or not done to maintain behavior control. First, unless otherwise requested by the speaker, all house lights should be on; lights are one of the most effective controls.

Second, disperse teachers among the students—I have spoken before school audiences with 1200 high school students and only one or two teachers at the rear door. Teachers should attend assemblies; this is not an opportunity to visit the boiler room. (Besides they may learn something themselves.)

Third, principals should make an effort to

attend the entire program as their various duties allow—a survey of fifty of my programs showed that the general reaction by principals who saw all of the performance was far better than those who saw only a part. The principal who sees only part of the assembly is not in a position to judge its quality—one cannot judge the texture of a cake by dipping his finger in the icing.

Fourth, give the speaker the courtesy and the students the right to hear an adequate introduction. Generally students give better introductions than principals because they are prepared. Whoever introduces the guest should find out what should be said, and usually the speaker will make it quite simple. The introduction is important in behavior control because it sets the mood for the entire program, and the students deserve to be prepared.

Fifth, principals should sit where they may observe the entire audience and where they may be easily reached by messengers without distracting from the program. Also, since they are generally not as impressionable as young high school girls, it would be better if administrators would keep out of view of the students. A principal's "sourpuss" reactions may tend to act as a guide for others; an entertainer should be given every opportunity to make his "pitch" especially if humor is involved.

Finally, and perhaps the least abused point, some principals are too strict about assembly behavior. An audience that sits in fear of the principal's wrath cannot enjoy or appreciate a program fully. I have seen school audiences march to their seats in single file without saying a word, as if they were at a funeral, and remain thus inhibited throughout the entire assembly.

This is not natural behavior, and is hard on the performer. For example, the most difficult audience to warm up is the military academy since they are almost always under heavy discipline. Comedians have great difficulty with audiences of this type because people are not prone to laugh if they are not relaxed.

I would rather, however, have the principal be too strict than encounter another audience like that of the little school in Missouri. An over-disciplined audience is generally more welcome than an audience with little or no discipline. A happy medium should be reached in determining the amount of discipline.

5. We have a great heritage in our right to assemble, and we should give it recognition by

beginning every assembly with a pledge of allegiance to the flag or the singing of the "Star Spangled Banner." Such a beginning focuses the attention of the students and provides order and unity to the proceedings. Many schools have disregarded their state laws and are not giving this right its proper and due respect. Some ritual is always beneficial in disciplining an audience; this is one ritual that should not be overlooked.

Fortunately many administrators and teachers make every effort to maintain proper control on the behavior of their students in assemblies. These individuals have established good seating arrangements, eliminated unnecessary noises and disturbances, prepared their students thoroughly, and provided a degree of ritual. To those administrators and teachers who have not followed such procedures I hope the previous discussion will help them realize their importance.

To those weary entertainers and lecturers who travel the many miles from school to school throughout the country, I hope these words will eventually ease the discomfort and pain they now feel when they look down from the stage and see little Willie punching the little fellow next to him in the ribs while all the other children take sides. I know just how you feel; it has happened to me, too.

EDITOR'S NOTE: The author has traveled as a dramatic artist visiting schools in the middle west and western states for the past two years. He travels under the auspices of the National School Assemblies of Los Angeles. He has covered over 70,000 miles, visited more than 1,000 schools, and spoken to some 600,000 students. He has taught in the schools of Seattle, Washington, and Compton, California.

The Role of the Class Advisor In the Modern School

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The modern high school in the United States is an intricately organized institution. The largest breakdown in this complication is the organization of the "classes." This is generally accomplished by segregating the student body into three or four groups, depending on system, by uniformity of chronological age and scholastic standing. It follows then, that the members of each group are bound by common interests and ability. We label these groups freshmen, sophomores, juniors, and seniors, or numerically: ninth, tenth, eleventh, and twelfth graders.

In most schools, a staff member is appointed to supervise and administer all activities which are undertaken by the class as a whole. It is true then, that the adviser plays a very important role in the school, and as such, when the appointments are made great care should be exercised.

Most often the appointee holds this job for four years, following the same class through to graduation. In order to operate efficiently, the class adviser should hold no other duties in excess of regular teaching. The appointee should be an experienced teacher, thoroughly familiar with the procedure (handling of finances, general manipulation of details, etc.) of the school. It is not necessary that he possess previous experience in many extracurricular activities, but it is preferable that he must have sponsored at least one activity. This is assurance that this individual has worked, though on a smaller scale, with students in an extracurricular capacity.

Because the Class Adviser has such constant contact, through the four years, with such a large faction of the student body, the personality factor is most important. It is imperative then, that the administrator choose, for class adviser, a person who shows aptitude for leadership, friendliness, sympathetic understanding of human nature, unbounded enthusiasm; and one who is capable of acting as a counselor, offering guidance when necessary.

The average adviser sponsors, fosters, and/or supervises class elections, class plays, all social functions and the financial support of these activities. These activities teach youngsters how to work together democratically and, with the proper adviser, can be used as devices for other phases of citizenship training.

The duties vary, of course, with the size of the school and the program offered, but the greatest detriment to an efficient and beneficial program is the lack of sufficient time with the youngsters.

In schools where the extracurricular program is absorbed into the school day, and often referred to as the "co-curricular" program, the question of time is not so important. However, where the program has to be held after school hours, because of plant limitations or other reasons, the class adviser has a real problem. He must work with the pupils after school, necessitating many hours beyond regular classroom time. In order properly to fulfill his duties, and to contact most students, he is frequently forced to remain nearly every after-

noon, long after the building has been emptied. It must be remembered that the adviser is a full time teacher as well, with plans to make and papers to check and correct, none of which has been considered here.

The answer to this problem seems to be an adjusted teaching schedule for the class adviser, so that he may contact pupils during the day, when necessary, and utilize this time to prepare and check his work for his regular teaching. In addition,

the trend is to financial remuneration. A measure for this cannot be offered because of the variety of programs offered, the school scheduling of activities, and because the actual time spent in his job, by each adviser, is so varied.

It is important, however, that recognition be given to the class adviser, in view of the tremendously important job he is doing in social adjustment guidance and in guidance through training for citizenship.

"Students learn to appreciate and enjoy the classics and poetry—but the newspaper eventually becomes the principal item in the literary diet of adults."

Promoting Journalism and the Publications

IT IS TIME that more secondary schools make available to their students the opportunities latent in journalism course work. Before this can be done, however, it is necessary that school boards, school administrators, and principals:

1. Recognize the educational possibilities of the journalism course.
2. Provide the funds and equipment necessary to make the course effective.
3. Realize that the journalism course and journalistic activities must be in the charge of teachers with specialized training.

The teaching of journalism should not be vocational. High school instructors should not encourage young people to believe they can get an adequate training in the various aspects of journalism in all the ramifications this term now implies, in high school. In these days of ever-expanding communications and specialization within each area of communication it would be extremely unfair to the high school student to indicate that a secondary school journalism course will prepare him for such work.

While it is recommended that the journalism course and the school's publications be closely coordinated, the course should be included in the curriculum as a specific subject. When journalism instruction is merely an adjunct to the school newspaper, which in turn is just another extracurricular activity, most of the value of journalistic training is lost.

With each in its proper place, the students gain much from their study of journalism and

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from the activities of producing some sort of publication. It is ideal that the students plan the production of a mimeographed or printed newspaper, magazine, or yearbook; and study, execute, and discuss theories as means to that end. On any other basis, the journalism class is just one more formalized class with the usual values and the usual deficiencies.

The writer wishes to underline the suggestions made to this point by paraphrasing a statement made by Edward M. Johnson, professor of journalism at Syracuse University and one-time director of the National Scholastic Press Association.¹

Much time is spent in teaching students how to appreciate and enjoy the classics and poetry—yet we know that the newspaper eventually becomes the principal item in the literary diet of adults. Proper instruction in the reading and analysis of newspaper and periodical literature could do much to improve the use of the time the average adult devotes to his daily reading.

The way in which to remedy many of the faults of the press is to develop courses which will create a discriminating taste on the part of newspaper readers. A properly organized high school course of this sort would not only do this but contribute much to the vitalizing of courses in civics, history, literature, and in many other fields.

INSTRUCTION AND TRAINING

The journalism classroom and the publications office are two of the few places in high

1. Johnson, Edward M. "Scholastic Journalism Today," *The Phi Delta Kappan*, XXIII, 299, April, 1941.

school where the student has an opportunity for individual guidance. Provided, of course, the teacher of journalism is not so overloaded with other work that she must slight her journalism duties.

Supervised by a teacher equipped by training and temperament for the task, journalistic activities provide a variety of possibilities suited to many personalities and abilities. The publication of the newspaper or yearbook is a cooperative enterprise in which the success of the whole depends upon each member of the group in which each must learn to work peaceably with other members of the community, regardless of differences of background, family, or beliefs.

In this situation, the journalism teacher will find unsurpassed opportunities to guide the individual toward development of his capacities and his character. In this period of history the journalism teacher has not only the privilege of tracing current history, but the opportunity of teaching young people to understand the forces which are shaping their future. In the journalism classroom, too, is the opportunity to make students realize the power of communications—newspapers, radio, television, magazines—and the responsibility that goes with the exercise of such power, whether it be in the limited field of the school community or in the adult world.

It should be obvious to school administrators that these opportunities for guiding and directing young people demand adequate preparation. Certainly training in academic English or in social science or in a romance language is not sufficient.

It is the responsibility of the journalism instructor to secure the maximum training in this subject so that she may acquaint herself with the most modern methods of teaching journalism and supervising school publications. Before seeking such training it would be wise for the prospective teacher to be certain she is fitted for this work.

Under the best conditions publications duties mean long hours and the sacrifice of many personal pleasures. The publication sponsor must be the friend and at the same time the severest critic of each member of the staff; she must be arbiter in many conflicts that arise when young humans find others encroaching upon their pet prejudices or ambitions; she must interpret the publication and staff to indifferent and sometimes hostile outsiders. It is not a job for the lazy or the fragile individual.

SCHOOL PUBLICATIONS

Student publications perform a most valuable service for the school and the community. Like its commercial counterpart, the high school newspaper informs, influences, and entertains its readers. It can be a powerful instrument for publicizing the school.

The newspaper can be the integrating force within a high school. It acquaints students with curricular and extracurricular possibilities they might otherwise never learn about. Through publication of news about student accomplishments in scholarship, sportsmanship, and leadership the paper helps its readers to achievements of their own.

A well-written, well-edited school newspaper gives the community an accurate picture of the high school. It provides parents with a glimpse of the daily environment of their children and enables them to take an added interest in their activities. And most important, knowledge of the school makes parents more sympathetic toward requests for home and community support.

The yearbook is a permanent record of the school year. It affords not only an outlet for the creative ability of writers and artists but in many schools is a beautiful souvenir of school life and the value of the yearbook is enhanced with the passing of time.

Yearbooks today are recognized as distinct assets to the schools for which they are published. Designed to fit contemporary interests and resources, the yearbook actually is the history of a school in yearly volumes. There is every reason for every high school to produce the best yearbook humanly and mechanically possible.

It is suggested that each secondary school give journalism and the accompanying task of publishing the newspaper and/or the yearbook a regular place in the curriculum. In so doing, journalistic activities could rid themselves of the stigma of extracurricular, or fringe area activities.

It is further suggested that high schools act to make their publications the profitable enterprise they can, and should be; that the newspaper be issued with exacting regularity, whether it be weekly, bi-weekly, or quarterly; that work on school publications be accurately accredited equivalent to laboratory work in other subjects.

"There are more ways than one to skin a cat." Many tactics are often introduced into the argumentary statements and gestures employed by aggressive debaters.

Fallacies In Debate--How To Meet Them

IN ANY DEBATE many of the arguments that are presented are actually fallacies in the reasoning process. Often arguments that appear to be very effective can be pointed out as being fallacious. A list of the leading fallacies in the reasoning process and ways in which these fallacies can be met by the debater will be given below.

Hasty Generalization—occurs when the debater makes a statement that is all inclusive, but then makes no attempt to give definite proof to show that the statement is correct. In order to avoid being accused of making the fallacy of *hasty generalization* a debater should be absolutely certain that he has proof for every statement that is made in the debate contest.

Instances Not Typical—occur when a debater finds and uses certain facts to help in establishing a point even though those facts are not typical of present day conditions or do not give a true picture of conditions as they really are. He uses the facts even though they are taken from isolated examples or are not typical of conditions as they are in general throughout the nation. In order to be on guard against an opponent who might use such a fallacy, the debater should be ready to point out just how his opponent has based his case upon nontypical instances. This is one of the most common fallacies in debate and it is well for debaters to watch all arguments of their opponents that seem to convince but are really based upon instances that do not represent conditions as they really are at the present time.

Insufficient Number of Instances—occurs when a debater gives only one or two examples of an evil or a condition that should be changed and then attempts to make it appear as if the condition described is a general thing. To avoid being caught by this fallacy, the debater should show how his opponent has not given a sufficient number of instances to warrant the establishment of his original contention. It is wise to demand that your opponents point out additional instances before they can hope to establish their case.

No Point of Similarity—occurs when the debater makes an attempt to establish a point

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by the use of an analogy with some condition that is in no way similar to the point that he is attempting to establish. This fallacy may be avoided by simply pointing out that the analogy is in no way similar to the condition that your opponent wishes to establish and that, therefore, it should be disregarded. This fallacy should not appear very often in a debate since it is a waste of time for a debater to present an ineffective argument of this type.

Inaccuracy in the Facts—occurs when a debater either intentionally or unintentionally presents some fact or group of facts that are not true and accurate. In debate there is no excuse for inaccuracy in the facts. While there might be an excuse for an inaccuracy in the way in which facts are interpreted, an inaccuracy in the actual facts as they are presented cannot be tolerated. In some debates, contestants who are pressed upon a certain point by their opponents, will deliberately give facts that they know to be untrue. Such tactics are inexcusable and when they are detected, the debater should point out exactly what his opponents have done.

Fallacious Question—occurs when an opposing debater asks an unfair and improperly worded question of his opponent. If such a question is analyzed carefully, it will be found to contain misleading and unestablished inferences against your side of the case. Usually a fallacious question contains a number of adjectives upholding the side of the case of your opponent and an equally large number of adjectives denouncing your stand. Debaters who use this fallacy in their arguments are usually prone to assume too much for their own side of the case and too little for the side of their opponents.

In order to avoid being caught by this fallacy, the debater should study any question carefully that is directed to him by a member of the opposition. First, he should study the question to see if it is a fair one that deserves an answer.

He should then examine the question to see if it is merely a trap that has been carefully

worked out to trick him into saying something that will be damaging to his case. If, in the debater's opinion, the question is unfair, it is within his rights to refuse to give an answer until the opponent has reworded the question.

Appeal to Prejudice—The appeal to prejudice is a strong element in many debates. Any really good debater attempts to avoid an appeal to the prejudices of his listeners. One of the best examples that we have of this appeal to prejudice is to be found in the average political speech. While such an appeal often is effective, its effect is seldom of a permanent nature.

When an opponent attempts to rely upon an appeal to the prejudice of his listeners, the only way to avoid the effects of his efforts is to point out what he is doing. If his intentions are pointed out clearly, the effectiveness of his appeal will be reduced.

Personalities—The fallacy of personalities occurs when a debater makes an attack upon a person instead of attacking what the person said. Instead of attacking the statements and logic of the person, the debater makes an attack of a personal nature. Usually this method is resorted to as a final attack because the statements of the person seem irrefutable. If such a fallacy appears in a debate, the opposing team should make an attack which points out that since the debaters are unable to meet and defeat the logic presented, that they have resorted to a personal attack against the individual making the statement.

Refuting An Argument Before It Is Advanced—This fallacy is often found in a debate contest. It occurs when a debater presents a possible argument of his opponents and then proceeds to refute the argument before his opponent actually presents it. This is a very dangerous practice in a debate. The alert debater will see just what has happened and will avoid the further mention of the point as it has been presented by his opponent. If he does not disregard the point completely, he will present it in such a manner that the effectiveness of the arguments of the anticipating opponent will be lost. The usual result of refuting an argument before it has been advanced, is that the person who uses such debate strategy is usually wasting his time.

Arguments From Tradition and Custom—Arguing from tradition and custom is one of the weakest types of argument that can be presented in debate. Any attempt by an opponent to use this method should be met with a clear

presentation of exactly what is happening. This should be followed by a careful analysis of existing conditions that make it essential that some change be made from the traditional methods in order to meet the more modern trends in international commerce.

Misuse of Authority—This fallacy occurs when an authority is presented to prove a certain point, but upon investigation it is found that the person quoted is not an authority upon the problem that is under discussion in the debate. This fallacy is often found when a person who is an authority in one field tries to make an authoritative statement in another field or area.

Suggested Preparations for a Career Day

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The purposes of a Career Day in a high school activity program may be as varied as the students involved and can serve both curricular and extra-curricular needs. It should be a total-school activity and should encourage active participation by all students. Career Day can give the students a better understanding of the resources of the community, while serving as a means of publicizing what the school is trying to do for the students. Planning for a Career Day can give members of school organizations such as the student council, subject clubs, service clubs, and hobby clubs an opportunity to plan, carry one, and evaluate the necessary steps.

With the cooperation of the above-mentioned groups a steering committee should be chosen. This committee may be composed of representatives of school organizations, representatives of civic groups, qualified faculty members, and other individuals who can contribute to successful planning.

The first duty of this committee will be to encourage student participation. Since all can profit from it, ideally all should participate. One of the best ways of encouraging this total participation is by providing an opportunity for all of the students to express their choices of topics for Career Day.

The questionnaire is the fastest and most economical way if it contains choices from the prin-

principal occupational groups and allows for free student choice. Results can be tabulated by a special sub-committee and reported to the student body. The determination of which interests will be gratified by Career Day will depend on the number of students interested, time and space available, and whether or not a consultant is available.

A schedule should be arranged for the entire day, in much the same way that daily classes are arranged. Assignment of rooms must be on the basis of how many will be in attendance. It would seem advisable not to schedule more than twenty such meetings during one day.

All consultants must be invited well in advance. The purposes, as well as the exact time and place of presentation, of Career Day should be clearly set forth for the visitor. The consultant should also have a definite indication of the size of the group he will meet. No representative should be asked to appear unless a minimum attendance of five students can be guaranteed.

Members of the student body should be chosen to act as guides, hosts, and hostesses. A number of the faculty should be present and sponsor each particular meeting.

A mimeographed or printed schedule of activities, participants, room numbers, class periods,

student chairmen, and faculty sponsors should be distributed among the students. Each consultant should receive a copy of the schedule along with a few brief suggestions as to how to conduct the meeting and what the students are particularly interested in. If accommodations are available, an invitation may be sent to the parents.

Pupils should be scheduled to attend individual conferences. The pupil should be permitted to attend as many as time and space will permit. One of the drawbacks of the Career Day program is that two or more conferences in which a student is interested may be held at the time. In such a case the student must make the final decision as to which meeting he will attend.

After Career Day is over it will be wise to arrange for an evaluation of the methods of organization and the accomplishments. Consultants and faculty representatives may discuss and evaluate at a luncheon meeting, for example. Students should be called upon to offer their opinions in discussion groups and by way of a brief evaluation sheet. The steering committee may prepare a news release including names and positions of the guests, and interesting topics discussed. After approval by the principal it may be sent to local newspapers. A letter of thanks should go from the committee to each guest.

Efficiency in students' accomplishments could be immeasurably increased if they could pursue subjects, activities in which they are interested and adapted.

Ask the Students

THE ACTIVITY PROGRAM in a junior high school was surveyed by a committee of teachers to ascertain students' interests and desires. The survey was made in a typical junior high school with a total enrollment of some 630 students in the seventh, eighth, and ninth grades. A third-period activity period was included in the schedule, together with a seventh-hour activity period.

Students were permitted to participate in the activity or activities of their choice—limit of two, because of organization—during the regular third-hour activity period; or go to a classroom for study. They could participate in additional activities during the seventh period.

The members of the committee and administration were of the opinion that too many students were enrolled in study groups; also that

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the range of activities offered was somewhat limited. Of course, many students went to study rooms because the specific activities in which they were interested were not available (there was no room), because of the extreme popularity of some of the groups.

A questionnaire was formulated and each student was asked to fill one out during a home room period. Students were asked to name the activities in which they had participated during the time they had been in school—rating them first, second, third, etc., in order of their choices. Of course ninth grade students had been in

school six semesters; eighth grade, four semesters; and seventh grade, two semesters.

Activities offered at the time included band, Bible study, boys' physical education leaders, carve and whittle, seventh grade chorus, eighth grade chorus, creative writing, eighth grade dramatics, instrumental ensemble, first aid, girls' crafts, girls' physical education leaders, guitar club, Junior Academy of Science, Junior Staff (journalism), knitting club, library club, metalcraft, reading club, science club, sit and sew, student council, traffic patrol, woodcraft, and study groups.

Athletics, boys' intramurals, girls' intramurals games, girls' glee club, bowling, in cooperation with the local Bowling Alleys, and opportunity for meetings and practice were included in the seventh period. Clubs and activities such as Camera Club need more time than the average in-schedule activity period would offer.

Another phase of the questionnaire asked the students to check the reason or reasons for selecting an activity according to: 1. Enjoyment of activity; 2. Like the teacher-sponsor; 3. Your friends are in it; 4. Prestige of belonging to this particular group; 5. Request of parents; 6. Desire to be of service or help to others; 7, 8, 9, other reasons.

Another section asked the students to list other activities they would like to have offered in the school during the following year. The fourth section pertained to study groups. Why are or were you in study group, instead of the clubs or activities? Please check one or more items in answering the question, adding other reasons of necessity: 1. Need the time to study; 2. Activities too expensive; 3. Request of parents; 4. Not interested in any of the activities offered; 5. Assigned to study group by office, because preferred activities were overcrowded; 6, 7, 8, other reasons.

A total of 429 students were participating in the various activities while about 200 were enrolled in a study group. However, these figures are somewhat misleading on first sight, because many of the students who were enrolled in study part time, were also taking one activity. Some of the activities met four days per week; while others were in session for two days per week. It was thus possible, and quite frequently the case, that students were participating in two different activities. As a matter of fact, all

students enrolled in groups meeting two times per week were enrolled in two such groups; or in one activity meeting two times per week and a two-day study group.

In tabulating the results of the survey, the following pupil responses were made. Reasons for choosing activity: enjoyment of activity, 352; like teacher-sponsor, 132; friends in activity, 119; prestige of group, 32; request of parents, 29; desire for service, 36. The reasons given for choosing study groups with the number of pupils responding were: need time for study, 232; activity too expensive, 2; request of parents, 30; not interested in activities offered, 25; assigned to study group by office or committee, 101.

The three new activities mentioned most frequently were dancing, 30 students; marksmanship, 28; and photography, 18. Other activities suggested were animal club, archery, boys' cooking, boys' ensemble, bowling, canasta, chemistry, chess, crochet, dramatics (7th grade), drawing, driving, fencing, girls' cooking, girls' patrol, golf, harmonica, hiking, home decoration, home nursing, languages (Spanish, German), leather work, masonry, merit badge in Scouting, model airplanes, Morse code, movies, printing, ping pong, radio, riding, slide-rule, softball, stamp club, swimming, table manners, tennis, typing, ukulele, weaving, wrestling. Some of these things were undoubtedly mentioned because they had been offered at different times.

An analysis and study of the information made available from the questionnaires seemed to indicate: 1. Most students probably enroll in activities for fun and enjoyment; 2. The personality of the teacher is a definite factor in the selection of an activity; 3. Friends influence a student's choice to a great extent; 4. The desire for service type activities lessens as students' age increases; 5. Parents apparently have little influence or interest in the activity program; 6. More than three-fourths of the students are in some activity; 7. Ninth grade students seem to need more time to study; 8. Fifteen to twenty per cent of the total study group enrollment would probably choose an activity instead of the study group if the desired activity were available.

Boys and girls attending the regular typical junior high school are usually from eleven to fifteen years of age. They are emotionally adolescent. They will go all out for anything that really appeals to them. Selected activities or

clubs may be a definite answer to their exhilarated exuberance. One of the philosophical and logical reasons for the existence and success of the modern junior high school is the exploration opportunities made available to the students. Consequently, it is probably highly desirable that boys and girls be encouraged to participate in as many activities as conveniently possible.

Of course, it is not always possible to enroll the students in the activities that they desire and select because of so much popular demand for some subjects. Some of the most popular activities in this junior high school at the time this survey was made were boys' physical education leaders clubs, dramatics, girls' crafts, girls' physi-

cal education leaders clubs, Junior Staff (journalism), library research, science. The number of boys and girls asking for some clubs or activities in some instances is so small that it is not possible to organize them in all cases.

It is a definite conclusion of the writer that it certainly behooves the administrator to arrange a schedule that will accommodate the desires and capabilities and interests of as large a percentage of his students as possible. An enriched and flexible program is desired and the so-called extracurricular activities are important in the development of attitudes and ideals and the emotional life of the central figure of the school—the student.

A workable plan of procedure should be prevalent at all times—well constructed platforms; clean scientific campaigning; honestly managed elections.

College Elections--Are They Serious or Are They Farces?

ARE COLLEGE ELECTIONS FARCES? Are they run just for the sake of having an election—some new way of having more fun—or are they serious and serve a vital purpose?

There are no black and white answers to these questions, because all college elections have a little of each. Too many times, however, there is too much of the fun and not enough of the serious. The best students for the jobs are not elected, and the elections do not decide the issues which are at stake.

This is not to be harsh on college students. Our national, state, and local elections are not always what they are supposed to be either. Going back into American history and looking at presidential elections alone will prove this point. Only in the twentieth century have the American people chosen more outstanding men for the presidency than mediocre or poor men—Roosevelt, Wilson, Roosevelt, Eisenhower as contrasted with Taft, Coolidge, and Harding. In the nineteenth century Americans more often chose poor men.

Certainly our national elections have not decided issues. Historians agree that issues have usually not been placed squarely before the people, and even when they have, votes have not

ERWIN F. KARNER
Milwaukee, Wisconsin

been so decisive that clear mandates have been rendered upon issues. The only election which might be an exception to this observation is the election of 1844 in which the American people called for "manifest destiny."

Should we therefore expect more from our college students than we do from adult Americans? The answer should be a qualified "yes."

College is college, and college life is college life. No matter what you do with a group of young people of college age, there is bound to be a good deal of horse-play and fun. There is this in adult elections too. But when this is over with, can these questions be answered properly?

Has the election been one in which competent people have been elected to office? Have major problems which face the student body been debated and the candidates' position made well enough known to bind them to some line of action in the future?

Perhaps the classic example of tomfoolery was a student government body election in a midwestern college where the "Blanket Party" opposed the "Open Party." The Blanket Party "covered all issues" while the Open Party "had

nothing to cover up." There were major campus issues which should have been faced squarely during the campaign, but they were talked about weakly or not at all. The two parties opposed each other, but mostly for the sake of opposition, not for the sake of issues. One person found it possible to be a candidate on both parties' tickets.

Each party was given time during the assembly to allow candidates to give speeches. It was a good show. One fellow who was running for one representative position spoke for the piping of beer from a brewery which was located at the foot of the campus to the water fountains in the college (he was not elected).

Another fellow who was running with no desire for election to the position of president of the council gave his speech dressed as a Roman gladiator. By the time the nonsense was over and the serious campaigning began, the audience was in no mood for politics. The candidates who were serious got few ears.

Important issues at stake included more student voice in the organization and running of various school functions, and more administration consultation with the governing council about punishments and dismissals. Only a small part of the student body was aware of just what was at stake and what could be done about it, and this assembly provided almost the only opportunity for review, debate, and the taking of positions on the issues. After the entertainment, the time left of the hour was not enough to do this.

Besides this, when they did talk, the politicians were too much like politicians. The appeal which they made was an appeal for votes for the persons as persons rather than for the persons standing for positions on the issues. Actually little was said which was of an informative nature. Most of what was said tended to obscure rather than to enlighten.

Other rallies were held during the campaign week, but only a small group of the students attended these. Here issues were discussed in a better fashion by candidates and people speaking for candidates. But as was said, only a small part of the student body heard the speeches.

The school newspaper helped to clarify issues in its news stories and editorials, although too much space was devoted to covering the color of the campaign. Posters about the school and handbills which were distributed to the students were propaganda for the candidates as persons,

and thus added nothing significant to the campaign itself.

When the votes were counted all that was decided was which candidates won and which candidates lost. The colorful campaign helped to "get out the vote," but it was not instrumental in directing student government for the next year. All the people elected were "nice" people. Neither party received preponderant control of the council, and even if one had, its platform and commitments were so vague that it could not be said that student government of the future was given any direction. The theme of the campaign might well have been "Keep them laughing and don't say anything which will lose votes."

Is this a way to run a student government?

Admittedly this campaign had more foolishness—planned and unplanned—than most college campaigns. Yet very few campaigns are as good as they could be! Sometimes the problems facing student government are passed over, sometimes there is no real opposition for the positions, and sometimes the poorest possible people run and are elected.

No clear-cut set of rules can or should be given for conducting college political campaigns. Politics is not a science. But certain general standards should govern such campaigns:

1. There should be a general desire on campus for a vigorous, active student government. Positions in the student government should be so attractive and so important that the best qualified people on the campus will seek office.

2. There should be a genuine desire on the part of candidates at election to get elected and serve their term in office. These candidates should have a clear idea as to the way in which the student government functions, and what the vital issues will be which will face the government the coming year.

3. There ought to be real opposition among the candidates. At least two parties should exist, and they should exist not merely to oppose one another. There should be some real differences in positions and desires, and members of each party should work together to agree upon a united program of action.

It is always better if parties continue to exist from year to year so that a tradition is built up. Parties formed upon the spur of the moment, as was the "Blanket Party" and the "Open Party" usually do not have much cohesion or a common aim.

4. Campaigns ought to be conducted in such a way that the chief candidates are forced to speak to as large a number of the students as can be assembled. On this occasion and several times during the campaign, the candidates should be forced to face issues squarely, to make known their stands, and to tell what they will do if and when elected.

5. Foolishness should be appropriately confined during the campaign.

6. The school newspaper should discuss the candidates and the platform, as well as the candidates' speeches, and it should help to clarify the matters at stake in student government for the coming year.

7. Above all, students should be asked to vote intelligently, so that the student government will be a vital, functioning organism during the next year.

8. Students ought to follow the functioning of the student government during the year to see whether it is doing what it is supposed to do. The school newspaper ought to report faithfully and accurately what the council is doing. Constructive criticism should be directed at the government when it is not carrying out the mandate of the student body.

Among The Books

"HOBBY TOOLS AND HOW TO USE THEM."
By Robert Gorman. X-Acto, Inc., 48-41 Van Dam Street, Long Island City 1, New York. 75¢ at hobby stores; or directly from X-Acto.

"Hobby Tools and How to Use Them," is a unique 96-page manual designed to give the hobbyist a bird's-eye view of the fascinating field of handicraft hobbies. It is the only published book devoted exclusively to hobby knives and small hobby tools and presents a broad sampling of popular hobbies requiring their use—whittling, scale model building, carving, leathercraft, linoleum block printing, metal tooling, stenciling, etc.

The book suggests what to make and explains in lucid and authoritative fashion how to make it; it is built around a series of projects simple enough for beginners and yet attractive enough for advanced craftsmen. The author is Robert Gorman, who has written a great many articles on hobbies and has edited a number of magazines in the field.

Teamwork

You can pitch a no-hit ball game,
But it's just another loss
If the errors of your teammates
Put opponents' runs across.
You might be a brilliant runner,
Pass and kick with easy grace,
But you'll miss the winning touchdown,
If a teammate's out of place.
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In the office or a mill,
Nothing can produce a winner,
Like a little teamwork will.

—Author Unknown

What You Need

100-YEAR-OLD U.S. MAP

In connection with its centennial, Rand McNally & Company distributed a Christmas card featuring a 100-year-old map of the United States. The company, founded in Chicago in 1856, is celebrating its 100th anniversary throughout the year, and the greeting card included a wall-size map showing the United States in the year Rand McNally was founded. This map shows how different the political framework of the nation was in 1856.

For the student of American history and the collector of western Americana, this map contains a wealth of geographical and historical information in its place names, explanatory legends, overland routes, and locations of Indian tribes. A comparison with a 1956 Rand McNally map graphically depicts how the United States has progressed in transportation facilities. The address of the Company is P.O. Box 7600, Chicago 80, Illinois.

ISSUE NEW CATALOGS

Two new annual catalogs have been published by Young America Films, listing a wide variety of educational motion pictures and filmstrips for schools and adult groups. The new **Catalog of Teaching Films** is a 36-page book, with cover and other pages in two colors, in which descriptions and illustrations of more than 270 16mm sound films appear.

The new **Catalog of Filmstrips** is attractively designed in two colors, consisting of 24 pages, in which are listed more than 600 filmstrips for a wide variety of curriculum areas and grade levels. Copies of both catalogs may be obtained free of charge by writing to Young America Films, Inc., 18 East 41st Street, New York City 17.

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ASSEMBLY PROGRAMS

for January

An assembly program will always have important outcomes for the performers but it can never be justified on this basis alone because: 1. Too few participate; 2. Those who need the benefits most do not receive them; and 3. Those who do receive them are not those who need them most. Every student who attends an assembly has a perfect right to expect the program to be successful, that is, to make a reasonable return on the time he spends in attending it.

To emphasize, holding assembly programs in order only, or even largely, to educate performers — a policy often stressed by speech, dramatic, and music teachers — represents an illogical utilization of this period. Of course the ideal is to develop programs that have maximum benefits for both producers and consumers.

The program should have interesting variety. Nothing is so tiresome as repetition and nothing will kill the interest of an audience more quickly than a stereotyped program that is repeated from week to week. There are so many interesting phases of school life and activity which can be worked into appropriate programs that no auditorium activity need ever be criticized as being the "same old stuff." Variety in material, form, setting, and methods of presentation all help to spell success in assembly activities.

In many localities there are two widely separated communities, one of the school and one of the town. Apparently this is often due to the fact that the school's main interest — the passing on of knowledge — is far removed from life, its settings, peoples, and experiences. The assembly can reflect life itself.

Further, the presentation of interesting details or phases of adult activities — music, art, industry, commerce, travel; of community life — police and fire protection, Red Cross, and other welfare services; facilities, parks, playgrounds, libraries, and courts will help to correlate more closely the community and its school.

By means of a sensible celebration of interesting and significant incidents from the lives of great discoverers, statesmen, scientists, and benefactors, and a study of their contributions to society — of important anniversaries, or special-day interests such as Bird and Arbor Day, State Day, Thanksgiving and Armistice Day, there can be developed a logical, dignified, and intelligent reverence which will not be merely a cheap and chau-

vinistic intolerance of other peoples, lands, and times.

The proper representation of these events offers one of the richest opportunities in the assembly field for a correlation of the work of various departments by means of interesting forms of pageantry and dramatics.

PHYSICAL EDUCATION DEMONSTRATION ASSEMBLY

Boys' and Girls' Physical Education Departments

January is an appropriate time to present an assembly growing out of the work of the physical education department. There are many possible plans which are practical for use in such a program. Perhaps one of the best plans would be to hold two assemblies, one for boys and one for girls, or to divide the program into two parts — the first for boys and the second for girls. Some schools may want to hold the boys' program one week and to let the girls' program follow the next week.

An article describing both a boys' and a girls' physical education assembly is given below. It is from a high school in Pennsylvania.

A unique assembly was presented one year by the boys' physical education department of this high school. The most brilliant part of the program consisted of scenes done in pantomime showing the stages of the Machine Age.

The bodies of the boys dressed in bathing trunks were covered with a mixture of aluminum powder and salad oil. This gave an effect of silver figures. Then colored lights were turned on the boys, giving a magnificent glow to their bodies.

The scenes were centered around the idea that in early times a man's work was mostly physical. Then, the machine came into use, and man became more and more dependent on machines and consequently lost his physical ability.

Then, to show how man can build up his body in his leisure time, statues depicting sports for all seasons were presented on the stage. The sports for the seasons were:

Fall—football, soccer, and softball.

Winter—boxing, wrestling, basketball, bowling, and roller skating.

Spring—baseball, track, golf, and tennis.

Pyramid building, tumbling, and daring exhibitions on the springboard, parallel bars, ropes, etc., were also a part of the assembly.

READ! *Believe!* **THINK!** *Evaluate!* **STUDY!**
EXAMINE! *Utilize!* **TEST!**
INVESTIGATE! **ACT!** **ASSIMILATE!**
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An interesting assembly was presented by the girls' classes of the physical education department.

The "take-off" of the program was a mad traffic scene centered around the song "On a Bicycle Built for Two." There were groups of girls, some dressed as boys, on bicycles riding through traffic against and among rushing fire engines and speeding cars. Vehicles used in this scene were toys, and the drivers were younger students. The musical background was a trio of girls singing the theme song.

Immediately following this scene, girls came in from either side of the auditorium, jumping rope to music. They took their places on the stage and went through some familiar routines, handling the ropes skillfully.

A waltz was done on skates by a duet. Then, on the stage came a chorus of girls. First they waltzed, then tap-danced, and last they did a modern rock and roll number. With this the curtain came down on the first part of the program.

"Jack, be nimble! Jack, be quick!" The group took this as a motto in doing their building of pyramids and in tumbling. The girls worked with perfect timing in doing the backward rolls, forward rolls, headstands chest stands, stomach balances, and backbends.

The program concluded with scenes done in pantomime showing different sports that girls can use in their leisure-time activities throughout the year. The entire script for the program was written by one of the students.

NOON-HOUR ASSEMBLIES

During the winter months, a series of noon-hour assembly programs are presented at a Montana High School. The programs developed spontaneously as a result of a need for something for students to do between the time when they finish eating their lunches and the beginning of the first period in the afternoon.

The student council takes the lead in planning and conducting the programs. Attendance is not compulsory, but practically every student likes the idea, attends faithfully, and looks forward to the programs with much enthusiasm.

One of the activities which has proven most popular is group singing. In the group singing assemblies, four or five students usually stand on the stage and lead the singing. Ballads and popular songs are selected most of the time.

Another kind of entertainment that has proven to be very popular is the talent program. On this program, every student is given an opportunity to demonstrate his hobby or to do the thing in which he excels. Some activities consist of dancing, readings, impersonations, tricks and magic, all kinds of musical numbers, demonstrations, and stunts.

Other forms of entertainment are quiz programs and picture shows. We feel that these noon-hour assemblies serve a real purpose by giving students something constructive to do to occupy their leisure time during the noon-hour on days when the weather does not permit activities to be carried out on the playgrounds.

"SO YOU WANT A JOB?" Commercial Department

The commercial department is a source of worth-while assembly programs which is frequently overlooked. There are many activities of the department which can be demonstrated or dramatized in assembly to interest students in business procedures, personal relationships in business, vocations, etc. This type of program is a good means of correlating the work of students in the classroom with their extracurricular activities.

Seniors in the secretarial training and office machine classes of one high school were studying how to apply for a job. Out of the class discussions on what to do and what not to do when in an interview, grew the idea of presenting in dramatic form the right and wrong ways to apply for a job.

The students entered into this project with en-

thusiasm. Suggestions were made as to the various types of applicants to be illustrated, and the use of good and poor business manners were emphasized in the play. The most pertinent suggestions were assembled, the script written, and rehearsal started.

The scene was the personnel office of a large company, and the stage was arranged with office furniture and machines from the business education department. The script was adapted so the secretary of the personnel manager could illustrate the various types of correct office procedure and the use of various office machines.

The characters included the personnel manager, his secretary, and a group of applicants which included the following types: a poor, timid, nervous little girl whose qualifications were low, who used a sob story as her chief appeal for a job; a brazen, boisterous, uncouth boy who swaggers and boasts that he wants a job that is "big but easy;" a flappery, over-dressed, gum-chewing girl who pops her gum, sits on the desk, powders her nose, and scatters all the contents of her purse on the floor; a well-qualified gentleman with neat appearance, good manners, gets a job; a small girl who brings her domineering mother to the interview — with the mother doing all the talking

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about something she doesn't know; a well-groomed, neatly dressed girl who has excellent qualifications and personal characteristics, who gets a job; the person who over-sleeps and is late for her appointment, loses her chance for an interview with the personnel manager.

Members of the classes served as directors, cast, stage crew, property crew, make-up crews, ushers, etc.

This type of program was well received by the audience, because it brought them pertinent information in an interesting way. It increased the interest of the students who were in the program in their classroom activities, and made the facts they were studying more forcibly impressed in their minds.

FIRE PREVENTION ASSEMBLY

A fire prevention assembly should be held early during the school year; but is appropriate at any time. An excellent time is during the week which includes October 9. This date is the anniversary of the great Chicago fire which occurred October 8-9, 1871. This disaster was attributed to a cow kicking over a lighted kerosene lantern in the barn.

The purpose of such an assembly is "To promote the science of and improve the methods of

fire protection and prevention; to obtain and circulate information on these subjects; and to establish proper safeguards against loss of life and property by fire."

The fire protection field is a large one and communities can draw from it whatever they feel is adaptable to their local situations. Recognition, and elimination of fire hazards is, of course, the primary factor in any program.

This activity would afford an opportunity for students to use home inspection blanks and to correct hazards. Awards can be given during the assembly period to those making the highest number of corrections. Posters and poster awards are another suggestion.

Use of visual aids such as slide films or movies can be recommended, but their showing depends upon whether the assembly room is adequate for efficient showing. If not, they can be presented in science classes to smaller groups. Also, fire drills might be conducted previous to Fire Prevention Week and during the assembly program.

The following suggested outline might be useful to high schools in planning an assembly program to be presented during Fire Prevention Week:

Chairman _____ President of Student Council
Group Singing _____ Led by Music Supervisor
Remarks, "Our Recent Fire Drills" _____ Principal
Showing of Slide Film or Movie (The National Educational Association has compiled a list of fire films and some of these are to be found in most film libraries.)

Talk, "Youth's Part in Fire Prevention" _____ Student Playlet—Dramatic Club. (These may be obtained from the National Board of Underwriters, or National Fire Protection Association.)

Awards to Winners of Home Inspection Contest (Or Poster Contest) _____ Chairman of Committee on Fire Prevention Week Program
Short Talk, "The Community Fire Program" _____

Local Fire Chief
Conclude the Program with a Fire Drill. (This can be done by the personnel of the fire department.)

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News Notes and Comments

Plan For The Future

"Choosing a Career in Journalism," issued by the American Council on Education for Journalism, and distributed through the schools and departments of journalism, tells the whole story, answers all the questions, and should be on the desk of every school publications adviser in the country.—The School Press Review

Distribution Facts

The fifth pamphlet of a series for vocational guidance of high school and college students, "Your Opportunities in Distribution," has been published by the National Association of Manufacturers.

The series, comprising "Your Future Is What You Make It," "Your Opportunities In Science and Engineering," "Your Opportunities In Management," and "Your Career In Teaching," have won high praise from business leaders, teachers, and guidance counselors.

"Your Opportunities In Distribution," or any of the previously published pamphlets, are distributed to schools, free of charge, by NAM's Education Department, 2 East 48th Street, New York 17, N.Y.—School and Community

Recreation Workshop

The annual West Virginia Recreation Festival was held at Jackson's Mill in October during the sponsorship of the society.

Festival activities included participation in the fields of drama, music, crafts, and folk dancing.—West Virginia School Journal

A Gift From a Bird

At the start of the winter people often put bread out for the birds to eat. A lady living in a fourth-floor flat in Kensington, England, has a small piece of wood outside a window. She puts bread on the wood to which many birds come.

One day last week she was surprised to see a silver sixpenny piece on the wood. She thinks a jackdaw or a jay must have brought it there. All sorts of bright coloured things have been found in the nests of jackdaws and jays.—English Illustrated

For Shutterbugs

The family photographer can usually count on extra duty during winter holidays—pleasurable duty unless the fun is marred by a stinging burn from a flash or flood bulb that he tries to remove before it has cooled off. Here's a sug-

gestion that may spare the holiday lensman a scorched finger or two and keep his camera chores on the sunny side. To remove a still-hot bulb simply slip over it the corrugated paper carton it came in. The securely covered bulb can then be unscrewed without risk of a burn.—National Parent-Teacher

Music Photo Contest

A third annual national photography contest, with \$575 in prizes for pictures of amateur musicians and their musical instruments, has been announced by the American Music Conference. First prize is \$250, second prize \$150, and third prize \$100. Three \$25 prizes will also be awarded.

The contest is now open and closes January 15, 1957. Competition is open to all photographers, amateur and professional. The only requirements are that entries must feature some performance of music and that the musicians shown must be amateurs. Entries should be sent to the Music Photography Contest of the American Music Conference, care of The Philip Lesly Company, 100 West Monroe Street, Chicago 3, Illinois.

Hold Annual Convention

The Michigan Interscholastic Press Association held its 29th Annual Convention on the University Campus at Ann Arbor last spring under the supervision of John V. Field, assistant professor of journalism and Director of MIPA. A feature of this Convention was the two-session aspect of each sectional meeting, one session being held in the morning from 11-12 noon, and an afternoon session from 2 to 3 or 3:15. A "Michigras" parade concluded the Convention whose keynote speaker was Walt Kelly, known far and wide for his work on "Pogo."—The School Press Review

Student Card Activities

By purchasing a student body card, the students of Castlemont High School, Oakland, California, are given an opportunity to support their school, as well as to secure many advantages. The Castle's constitution states that a student body card holder is an active member of the student body, while a non-holder is only an associate member of the student body. As an active member, the possessor of a card is entitled to reduced rates on tickets to football and basketball games.

Card holders also receive "Ye Castle Crier" without cost, while non-card holders must pay

five cents per copy. Money from the student body card sales provides funds for the A Cappella choir, the amplifier system, the "Falcon," assemblies, awards, girls PE, the orchestra, the ROTC, and many other activities. The cards are sold for \$1.25 each.—Ye Castle Crier; Student Life

Children's Books

An adult should never expect a child to enjoy a book just because it was his own childhood favorite, says the preface to "Adventuring with Books." Though this catalog's 146 pages contain representative old favorites, the emphasis is on modern children's literature. Books are listed with cost and commented on; the age range is noted in the margin.

The catalog costs 75¢ per copy from the National Council of Teachers of English, 704 South 6th, Champaign, Ill.—School and Community

Counseling In Secondary Schools

Time for counseling students is scheduled in 161 of the State's junior and senior public high schools this year, according to Ella Stephens Barrett, Supervisor of Guidance Services, State Department of Public Instruction.

Ninety-five of the 174 administrative units have 232 persons who give some scheduled time to this work in one or more schools, Miss Barrett stated—48 county units and 47 city units. Ninety-three schools in the 100 county units have 114, and 68 schools in the 74 city units have 118, persons who give scheduled time to counseling. This does not include any counseling provided during class or otherwise given by regular teachers and principals, Miss Barrett stated.—N.C. Public School Bulletin

Job Exploration

Retarded boys and girls over age 16 need to realize that there are many kinds of work at which they can succeed. To give them that realization, the public schools of Lewiston, Pa., have established a job exploratory plan. Under the plan, students attend regular classroom work in the morning; report to a place of business or industry at 1 p.m.; are released at 3 p.m. The purpose is to explore the job, rather than to train for it. For that reason students are trans-

ferred to new job experiences every six or eight weeks. Superintendent Richard H. Bartholomew, Lewiston, reports that parents, businessmen and the pupils are pleased with the project.—West Virginia School Journal

Want a Novel Fair?

Try an instructional motivation fair as classroom teachers at Kahokia, Illinois, did. The high school was given a typical "fair" atmosphere with exhibit booths and popcorn stands. The exhibits contained teaching devices of all kinds which would motivate instruction in primary, intermediate, and high school levels on social studies, language arts, mathematics, science, home economics, art, shop, handwriting, speech, music, library, and visual education. This "fair" is recommended as a way to improve teacher-teacher and teacher-parent relationships.—Minnesota Journal of Education

An Excellent Idea

A half-day holiday with the blessings of their teachers was the reward to the entire student body of the Gen. William Moultrie High School (Charleston, South Carolina) for signing up their parents as members of the school's P.T.A. Every class reached its quota of enrolling at least one parent of each child. One class reported a 200 per cent enrollment and two others enrolled 180 per cent of the parents. The principal took off early for a week-end fishing trip.—National Congress Bulletin

Pen Friends Abroad

Would you like to exchange letters with students in other countries? The International Friendship League is in constant communication with schools in 137 free countries and territories of the world. The League's good work has been commended by President Eisenhower. For information, write: Edna MacDonough, International Friendship League, 40 Mount Vernon St., Boston 8, Massachusetts.—American School News

School Photography

Teachers, guidance directors, and school placement officers are invited to submit questions, concerning the use of school photography as a teaching aid, to the Educational Service Bureau of Alston Studios, Weymouth, Massachusetts.

In announcing this new program Alston Davis, company president, said "We have always been guided by the philosophy that there is more to school photography than taking pictures. We have a responsibility to the child, parent, and educator. It's our job to find ways to be of greater service—to promote better home and school associations through our services."

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How We Do It

PUPPETRY APPEALS TO ALL PUPILS

They serve because they do not stand and wait when we work on our class marionette project each year. For years it has been a happy experience for the sixth grade boys and girls who have helped to present our puppet show.

The success of our project depends chiefly on the fact that every member participates. It might seem very confusing when one pictures thirty-five boys and girls working on such a project, but a "step by step" description may make the picture more clear.

We begin our plans for the performance in the fall by holding discussions on puppets and marionettes. English class work is devoted at this particular time to research, and discussing many interesting facts about the origin and use of puppets throughout the ages.

We read about Tony Sarg and others who have contributed so much to the art of puppetry. The interest is there and now we must put our imaginations to work.

We decided we will have a marionette show. In making our plans each member of the class decides what particular kind of work he wants to do. To help in making a selection the teacher places suggestions on the blackboard.

Many assignments are shared by several members of the group. For example, the making and dressing of the puppets attracts many girls.

We talk over the actual controlling and talking for the puppets. Who will be the puppeteers? The teacher prefers to have the person who talks for the puppet control that puppet's action because it results in a smoother performance.

The boys and girls who like to act in plays always volunteer but it should be arranged so that those people who are rather shy in speaking before a group get speaking parts too. The feeling of security which those people get in speaking for their puppets helps to make them feel at ease in speaking before their classmates and others in the future.

This year we planned early to have a marionette show based on some interesting events in our country's history. Our script writers committee was the first to function.

It was not long, however, before all committees were working at top speed and by the time the puppets were made and dressed, the scenery painted, and the puppets strung, the puppeteers had learned their lines and we were ready for the first rehearsal.

The friendly atmosphere of the classroom when the different groups were at work could never be described in words. This in itself made the project worthwhile.

We put on our performances many times. New ideas were added, such as more sound effects, or the actions of the puppets were improved or the costumes were remodeled. We were a critical audience, but critical in a constructive way for it was our own work that we were improving.

Something else was going on all the while the show, "Old America," was in production. Perhaps some members of the class did not realize it; they were too busy learning by doing. It was this: the slower members of the class had gained a great deal of knowledge which would have been impossible to secure in any other way.

The brighter pupils had been given the opportunity to go on to greater heights in working to their full capacities in the groups in which they had chosen to work. The original and clever ideas introduced into the presentation by these pupils added a great deal to make it attractive.

As the school year drew to a close the show was ready to be presented to the "public." The public consisted of the grade assembly audience and parents and friends who came to see our show when we presented it as a part of the open house program of our school.—Margaret D. MacMurtrie, Elementary School, Montgomery, New York; N.Y. State Education

YEARBOOKS ARE REALLY THE SCHOOLS' PUBLICATIONS

No matter how others may feel about them, yearbooks started in the schools are supported by the schools, and, if they are to continue to be a part of the educational experience of the students, must continue to remain in the control of the schools.

They represent the best efforts that the staff members and their Advisers can command at the time of their issue and they reflect the life and the interest of the students without whom they could not exist. In the course of their development from planning to distribution, help must be secured from outside agencies for the bulk of the photography and engraving and for the printing, binding, and publishing. But this is "help," not control or direction or the assumption of responsibility.

The work on these books should be done while the school is holding its normal sessions from September to June, or whatever the academic year may be. It should be started and completed while the students, the staff, and the Advisers are present. There may be reasons for making the final distribution at a date subsequent to the close of school but it is difficult to conceive of accomplishing the major objective of this educational experience and responsibility while a school is not in session.

All who deal with schools have to observe the hours, days, and weeks of the school year. If they plan to work with the schools, they must adapt themselves to these circumstances. If they do not care to observe them, it is doubtful if the schools will rearrange their work to accommodate them. This applies to those with whom one makes contracts for any type of work other than that pertaining to the physical plant.

We can understand why yearbook publishers would find it convenient to extend their working year to a twelve month schedule but it seems to us that they miss the main reason for the existence of any student publication. The final responsibility rests on the shoulders of a designated representative of the school authorities—the Adviser. No argument can remove that responsibility unless the appointing authority so designates it.

Of course, if the work of the school can be finished before the end of the year, leaving only the mechanical features to the publishers, no harm would be done. Publishers might, to keep their plants in operation, give the schools a favorable financial consideration. That is an idea some canny adviser—or administrator—might pursue.—Editorial in the School Press Review

CLUB MEMBERS REALLY GET EXPERIENCE

The Dublin High School FTA Club stands as a shining example of one good way to recruit new teachers.

GUIDANCE BOOKS

Furnished in pre-printed master carbon units for any liquid (spirit or direct process) duplicator.

7th grade—"You Are Growing Up"

8th grade—"You Are A Teen-ager"

9th grade—"Beginning High School"

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The Continental Press, Inc.

Elizabethtown, Pennsylvania

Organized and chartered shortly before the 1955-56 school year was over, the club grew from six to 17 earnest, enthusiastic members. From the day of its inception, members kept enthusiasm alive by meeting regularly, planning, and developing exciting projects. As a result, at least 25 or 30 members are expected.

The district convention in Brownwood was attended by several members who brought important information to the club. The sponsors and a delegate attended the state convention in Denton and gave enthusiastic reports when they returned to Dublin. During the closing days of school, members were more active than at any other time. The grade school principal called on them to help over-worked teachers to guide playground activities, conduct classes, grade papers, record grades, and run errands.

Never was as much evidence shown of the sincerity of desire to become teachers as was given in this participation in actual teacher responsibilities. Each day members rushed into the sponsor's room to relate their experiences. Their sparkling eyes and jubilant spirits were a pleasure to share.—Lucille Caraway, Teacher, Dublin High, Dublin, Texas; The Texas Outlook

STAGECRAFT PROVIDES PARTICIPATION

The development of stage properties for an auditorium program provided many varied learning situations not possible through regular classroom activities. When the project was initiated through class discussion, each pupil's cooperation was enlisted. Throughout the extensive project few conflicts resulted since each pupil understood his cooperation would be used at an opportune time.

When a new process was inaugurated, novice pupils were gradually included along with a nucleus of experienced ones.

Continued interest was not a problem where creativity received full play. No task was too difficult. Huge cardboard boxes were lugged to school along with X-Acto knives and small saws.

Social experience was provided when store proprietors were contacted to secure cardboard boxes, and when assistance was sought from industrial arts teachers and pupils who helped with difficult problems.

Pride in furthering a school project was apparent when menial tasks were shouldered voluntarily. The clumsy properties made frequent arduous trips to the auditorium for practices.

Various schemes of arrangement were studied from many vantage points to visualize the impressions viewers might receive. Decisions were readily discarded when others seemed more practical. Suggestions from faculty members and

interested pupils were solicited and speedily incorporated into the project.

After drawing large-scale projects, pupils gained experience in the use of colors which would reflect spotlights. Excelsior was dyed, together with pieces of old sheeting, to simulate hay and grassy knolls of land. Standards to support the objects were planned carefully to insure upright positions on the stage. Weighting of lighter objects was managed by placing beanbags upon the flanges supporting the properties.

Experience included the safe use and care of tools, types of nails and tacks, varieties of tapes, e.g., Scotch, masking, and paper tape. On-the-spot repairs were arranged, if necessary. Tools and materials accompanied the properties to practices and to the final stage performance.

Several new pupils gained self-esteem and a feeling of belongingness among their colleagues when their help was enlisted. Throughout the project each worker's assistance was accepted and encouraged whenever possible. There were dozens of opportunities to make decisions and to reject impractical ones.

Since the classroom was furnished with brand-new modern portable seats, meticulous care was necessary to avoid damage, i.e., scratches from a discarded tool. Stacks of newspapers gradually dwindled as the work proceeded.

Meanwhile, regular school work continued. Painters applied brushes quietly, listening meanwhile to the discussions of subject matter by their classmates. Noisy jobs were completed before or after school, or in the wide corridor outside the classroom with full consideration of others.

Conversation was reduced to a minimum. When the teacher's supervision was necessary to check experimental work being developed, pupils obtained experience in class leadership meanwhile.

Pride in a school project reached new heights as the dress rehearsal time approached and the results were refined and gradually took shape. The realization of a definite responsibility dawned gradually, and the production of an excellent piece of work became a source of great satisfaction for the participants. Self criticism continued, rather than waned as one might expect when a project nears completion. It was evident "the best was none too good."—Mildred K. Bickel, Shore School, Euclid, Ohio

BULLETIN BOARD PROJECT IN TYPEWRITING

Special teaching points can be illustrated by means of flat pictures, posters, and charts in

typewriting. This fact brings the bulletin board into a place of prominence in the typewriting class. Bearing this in mind, I have made use of the bulletin board as a project method of instruction.

Since it is impractical to have the entire typing class work on a bulletin board project, it is a recommended practice to assign or vote upon an orderly, a student secretary, or a committee each week who will keep the bulletin board refreshed and orderly. The students can find almost limitless opportunities to select and develop materials suitable to the class needs.

Effective use has been made of posters of a morale-building nature which show the need for greater production and better work habits. Charts from typewriter companies and large colored pictures from magazines and advertising bulletins have served to make an attractive display which is meaningful in educational intent.

The students have also originated posters to illustrate the correct body posture and the correct arm and hand positions at the typewriter. These have been designed to assist the students in developing correct habits of performance, and were given such titles as "Sit up Straight," for posture; "Keep Your Feet on the Floor," for proper body balance; "Eyes on Copy" for peekers; "Wrists Up," to stop arched or sagging wrists.

Other stimulating displays for the bulletin board were:

1. Photographs of the star typists of the class posted under the label "Who's Who in the Typewriting Class."
2. Success stories of men and women who started vocational life as typists or stenographers.
3. Clippings of newspaper or magazine articles about students' typewriting awards.
4. Specimens of the work of employed typists.
5. Cartoons illustrating good or bad typewriting habits.

The students generally initiate the ideas that

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they feel would make an effective bulletin board display. There are times when they consult with the instructor for advice and the instructor must be enthusiastic about giving it or the project will fizzle out. It may be necessary for a teacher to see that the bulletin board selections are adapted to the lesson being taught so that both the teaching and the display coincide for maximum effectiveness. It is not necessary, however, that this should happen frequently.

The students enjoy mounting and labeling the pictures on the bulletin board if properly directed. It is a good method in my opinion to bring out the initiative, self-reliance, and responsibility within a student.—Harold Jachinski, Graveraet High School, Marquette, Michigan

STUDENT LEADERSHIP TRAINING

Student leadership training has been given a tag of "frill" for many years. Unfortunately we still put the pressure on for better performance from student officers without really giving them specific tools with which to work. President Eisenhower and other national leaders have implored educators to train for leadership, that the reservoir of "natural" leaders cannot supply the needs of the nation.

Partially in answer to growing demands upon student officers and due to the educational soundness of the principle, Base Line Junior High School, Boulder, Colorado, has instituted a short course in elementary leadership training to give basic background for opportunities in student offices. Perhaps from this will grow a more advanced course, but that is not the immediate objective of this experiment.

Pupils are available for approximately twenty-five hours during the year by splitting a "quarter" with a Library Science course. An attempt is being made to reach all seventh and eighth graders in this manner, while the ninth graders receive the training through English and Social Studies classes. The curriculum includes, thus far, discussions and reading on:

1. Techniques of Democratic Action
2. Committee Organization
3. Problem Solving Techniques
4. Student leadership, traits, goals, qualifications, etc.
5. Speech Techniques
6. Student Council history

Each student gives two 3-minute talks with five classmates as official judges. Grade cards are issued for the class.—Vearl L. Root, Director of Student Activities, Base Line Junior High School, Boulder, Colorado

Comedy Cues

Yes, Suhl

"Paw, what's an advertisement?" asked little Hubert.

"An advertisement," explained the father, "is the picture of a pretty girl eating, cooking, chewing, smelling, gargling, smoking, rubbing, wearing, or driving something which the advertisers are anxious to sell."

Higher Education

"I suppose your son is developing along musical lines while he's at college."

"I should say so. Just name any record and he can tell you what's on the other side."

Get the Idea?

Two teen-agers in the second row of the theatre were much more interested in each other's conversation than in the movie. A man behind them took about as much of the annoyance as he could. Finally he leaned forward, and touching one of the offenders on the shoulder, said: "Would you mind repeating that last remark? They are making so much noise on the stage that I didn't quite get it."—Ex.

Routine Examination

"But, Doc," argued the sailor, "I'm only here for an eye exam. I don't have to take off my clothes for that."

"Strip down and get in line," shouted the pharmacist's mate.

The sailor obeyed, but kept on grumbling. The chap in front of him finally turned around and said, "What are you kicking about? I only came here to deliver a telegram!"

Snappy Answer

Pestering the old fisherman who had been patiently fishing from the same spot all day, the tourist asked brightly, "Well, are they biting?"

The oldster raised his head slowly. "If they are, stranger," he drawled, "they're bitin' each other."

It's Hard to Decide

The teacher had asked the class to list, in their opinion, the 11 greatest Americans. After a while she stopped at one desk and asked: "Have you finished your list yet, Bobby?"

"Not yet, Teacher," Bobby replied. "I can't decide on the fullback."—Ex.

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